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ABSTRACT

This book is a practical guide for teachers at the postsecondary level to improve their teaching by utilizing the principles of adult learning and becoming critically reflective teachers. Chapter 1 lays out the concept of reflection in general terms and then focuses on explaining what is distinctive about critical reflection. Chapter 2 explains the process of critical reflection in detail. Chapter 3 establishes the importance for critical reflection of teachers analyzing their own autobiographies as learners. Chapter 4 continues the discussion of the autobiographies and describes a number of practical approaches for doing autobiographical reflection. Chapter 5 describes how to use learning journals, and other techniques to see through students' eyes. Chapter 6 outlines the critical incident questionnaire and gives a case study illustration of its use. Chapter 7 discusses the role of critical conversations with colleagues to improve teaching. Chapter 8 describes a good practices audit. Chapter 9 looks at how the literature of educational research, theory, and philosophy can be used as an aid to, rather than inhibitor of, critical reflection. Chapter 10 looks at the particular contributions that the literature of critical reflection can make to the reflective effort. Chapter 11 identifies risks associated with critical reflection. Chapter 12 looks at how a culture that supports critically reflective teaching can be created. (Contains over 250 references.) (JB)

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